

Orange County Public Schools

Eagle Creek Elementary



2016-17 Schoolwide Improvement Plan

Eagle Creek Elementary

10025 EAGLE CREEK SANCTUARY BLVD, Orlando, FL 32832

<https://eaglecreekes.ocps.net/>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	28%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	68%

School Grades History

Year	2017-18
Grade	A

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Orange County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Eagle Creek Elementary

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

To lead our students to success with the support and involvement of families and the community

b. Provide the school's vision statement.

To be the top producer of successful students in the nation

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Eagle Creek opened August of 2015 and was at nearly 100% capacity in the first week of school. One of the major challenges and benefits is the opportunity to create a common vision, including the essential component of building relationships. During recruiting interviews both past and present, each candidate was provided with the expectations associated with school success. When teachers accept positions at Eagle Creek, they understand the expectations of the school administrators, district and learning community staff. As we continue to grow, new teachers and teams are forming and getting to know each other's strengths and needs. The staff at Eagle Creek Elementary will continue to embrace the cultural diversity of its students and to create a learning environment that supports all students' diverse needs. Eagle Creek Elementary PTA, and SAC plans to provide several cultural awareness events throughout the school year. These events will help expose students to a variety of different cultures, so they can better understand the ideas, beliefs and values of people in their community. The talented teachers of Eagle Creek will focus lessons that embed cultural icons, leaders and events that have played a significant role in shaping the culture of different societies around the world. As a student is registered at Eagle Creek, parents share their culture and background on their registration forms which is used to help teachers become aware of the families' cultures and then make adjustments to their instructional practices ensuring all students have the opportunity to succeed.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Student safety and their well-being is a top priority of the staff/faculty at Eagle Creek Elementary School. Eagle Creek has an intensive supervision plan that is strictly followed and monitored. The plan outlines the location of each staff member and their designated duty post throughout the campus during arrival and dismissal. This intense level of supervision gives students the feeling that there is always an adult available to help them and/or keep them safe. Along with adults supervising the hallways, Eagle Creek has also highly trained and dedicated patrols that assist in the hallways, bus loop and car loop. These dedicated students help to ensure students are following school rules during arrival and dismissal. Having staff and faculty present in the hallways gives staff an opportunity to build relationships with the students. Positive relationships with students are proven to increase student achievement and attitudes about school. Students are also taught and encouraged to abide by "PANTHER PRIDE". "PANTHER PRIDE" is displayed on posters around the campus and in classrooms and emphasizes the expectations that the school has in regards to student behavior and holds students accountable for their actions. Students needing specific supports are identified, and appropriate services and/or referrals to outside agencies are provided.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

"PANTHER PRIDE" is the basis of the positive behavior support program at Eagle Creek. Pride is an acronym for Positive Attitude, Respect, Integrity, Dedication to Excellence, and Empathy. These key character traits are posted throughout the school, taught by the teachers to the students, communicated to families and community members via newsletters and family events. Each teacher is responsible for reviewing the Code of Student Conduct, and the school will follow the disciplinary actions outlined by the district. Each class will maintain a set of class rules, along with school-wide expectations for behavior in common areas. Early and close monitoring of student discipline will be conducted by the administrators and coaches of the school in order to identify high risk areas or students needing additional support. Eagle Creek has three MTSS coaches, Behavior Specialist, Program Assistant, two Assistant Principals and a Guidance Counselor/Staffing Specialist that monitor behavior data and ensure behavior interventions are taking place and successful.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The school ensures the social-emotional needs of all students are met by providing information to teachers and supporting staff so that all adults become early identifiers and early responders. When a staff member identifies a student need or family situation that requires support, in-school or out of school resources are accessed. Eagle Creek provides comprehensive arts and physical education programs in order to support the social, emotional, interpersonal development of each child. Eagle Creek provides identified students social emotional support through weekly social skills lessons. Learning for life is the curriculum used to provide support to our identified students.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Eagle Creek student data is reviewed by the administrators and leadership team members, the information gathered is communicated to teachers. Additionally, depending on the areas of greatest needs, an action plan will be developed to support students in the area of attendance, discipline, and academic achievement.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	14	13	20	8	6	7	0	0	0	0	0	0	0	68
One or more suspensions	0	1	2	1	0	2	0	0	0	0	0	0	0	6
Course failure in ELA or Math	0	1	0	0	0	2	0	0	0	0	0	0	0	3
Level 1 on statewide assessment	0	0	0	15	26	40	0	0	0	0	0	0	0	81

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	2	2	9	14	26	40	0	0	0	0	0	0	0	93

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

A daily scheduled time has been included for each grade level in the master schedule in order to provide consistent, research-based interventions. Diagnostic assessments will be used to determine the resources and practices needed during the designated intervention times. Additional faculty/staff members will be identified to support students, as needed. All plans will be communicated to parents.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Throughout the year, many community events are held. These events are intended to develop positive interactions and relationships with the staff and the students, parents, and families of the school community. A Facebook account has been established to ensure timely communication. The active PTA has established a full calendar of community/family events for the school year. Eagle Creek Elementary School will continue to build on the traditions established in year one and will add community and family events.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

The school has identified a staff member who contacts local businesses and coordinates the needs of the school with financial and in-kind donations. The PTA has been established to support critical projects at the school and to provide necessary resources that are not within the school budget.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Elkins, Kimberly	Assistant Principal
McCloe, Robert	Principal
Perry, Karla	School Counselor
Bielski, Heather	Dean
Johns, Corey	Instructional Coach
Brinzo, Kristen	Instructional Media
Walkover, Anna	Other
Chavana, Meghan	Instructional Coach
Sanchez, Oscar	Assistant Principal
Scully, Jessica	Instructional Coach

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Rob McCloe (Principal):

- Provides a common vision for the use of data based decision-making, collaborative lesson planning an effective instructional practices and intervention
- Manages school resources, including but not limited to: facilities, budget, personnel, materials and supplies that are designed to support the school improvement goals
- Oversees high quality, ongoing professional development to ensure teacher growth and student achievement
- Maintains communication with all stakeholder groups

Kimberly Elkins and Oscar Sanchez (Assistant Principal):

- Ensures that the school based team is implementing MTSS and addressing goals and targets in the SIP
- Conducts assessment of MTSS skills of school staff
- Ensures implementation of intervention support and documentation
- Ensures adequate professional development to support MTSS implementation
- Communicates with parents regarding school based MTSS plans and activities
- Discipline

Corey Johns (Instructional Coach):

- Develops documents necessary to manage and display data that addresses goals and targets identified in the SIP
- Provides professional development to teachers and staff regarding data management and use to drive instruction
- Facilitates all district and state assessments
- Collaborates with staff to ensure student needs are met and SIP goals are addressed
- Provides guidance with K-12 ELA Plan
- Facilitates supports data collection activities
- Assists in data analysis
- Provides professional development and technical assistance to teachers in regards to data-based instructional planning
- Coordinates MTSS processes
- Supports the implementation of Tier I, Tier II and Tier III intervention plans that address goals identified in the SIP

- Collaborates with staff to ensure student needs are met and SIP goals are addressed
- Provides guidance with K-12 Math Plan
- Facilitates supports data collection activities
- Assists in data analysis
- Provides professional development and technical assistance to teachers in regards to data-based instructional planning

Heather Bielski, Megan Chavana, Jessica Scully, (Instructional Support):

- Ensures that the school based team is implementing MTSS and addressing goals and targets in the SIP
- Ensures implementation of intervention support and documentation
- Ensures adequate professional development to support MTSS implementation
- Communicates with parents regarding school based MTSS plans and activities
- Common Planning
- Supports assigned grade levels

Karla Perry (Guidance):

- Provides support for healthy emotional and social development strategies and programs
- Supports ELL students with assessments and strategies for ELL assistance and compliance
- Facilitates and supports data collection activities
- Assists in data analysis
- Supports the implementation of Tier I, Tier II and Tier III intervention plans that address goals identified in

Luz Seda (CCT):

- Supports ELL students with assessments and strategies for ELL assistance and compliance
- Facilitates and supports data collection activities
- Assists in data analysis
- Supports the implementation of Tier I, Tier II and Tier III intervention plans that address goals identified in

Karla Perry (Staffing Specialist)

- Documents interventions and provides follow-up to ensure student success
- Facilitates and supports data collection activities
- Assists in data analysis
- Supports the implementation of Tier I, II and III intervention plans that address goals identified in the SIP.
- Collaborates with staff to ensure student needs are met and SIP goals are addressed .

The Leadership Team will attend PLC and data meetings as assigned. Members are responsible for understanding the curriculum at each grade level as well as their Tier II and Tier III intervention needs. Members will use data from Performance Matters to review all assessment data and keep abreast of grade level data and student needs.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The district provides the budget based on student FTE to the principal. The principal, in coordination with the leadership team and SAC, determines the number of teachers needed to meet the projected enrollment. All resources are inventoried and maintained through a digital inventory system. The

CRT, Media Specialist, and the Technology Specialist maintain the records of the resources and materials assigned to the school. All district guidelines and timelines are followed exactly. The leadership team and the SAC make recommendations, as needed.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Robert McCloe	Principal
Natalia Foote	Parent
Summer Walker	Parent
Jennifer Ramos	Parent
Corey Johns	Teacher
Karla Perry	Teacher
Heather Bielski	Parent
Dawn Wolf	Parent
Kim Tinetti	Parent
Ileana Verges	Education Support Employee
Leslie Mijangos	Parent
Amy Benson	Parent
Jeff Walker	Business/Community

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

The leadership team members and SAC reviewed Eagle Creek's SIPs from the 2015-2016 school year and came

b. Development of this school improvement plan

Input from teachers, staff, families and community members were accessed during initial meetings throughout the construction and opening process. As SAC and PTA membership develop, the SIP team will continue to solicit feedback and support.

c. Preparation of the school's annual budget and plan

To date, the principal has created an annual and long term budget and plan, based on the allocations from the district. As the groups are formed, the principal will access input in order to amend the plan.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

There were no school improvement funds allocated last year because it was the 1st year of the school.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. *If the school is not in compliance, describe the measures being implemented to meet SAC requirements.*

The SAC has not yet been formed because membership requires contacting all stakeholder groups, and in the first week of school, enrollment has not yet been finalized.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Brinzo, Kristen	Instructional Media
Bielski, Heather	Other
McCloe, Robert	Principal
Heredia, Jean	Teacher, K-12
Mijangos, Leslie	Teacher, K-12
Brauner, Stephanie	Teacher, ESE
Taylor, Katrice	Teacher, K-12
Schwarz, Jessica	Teacher, K-12
Snyder, Shay	Teacher, K-12
Doloisio, Patty	Teacher, K-12
Jove, Ilona	Teacher, K-12
Sadutto, Jamie	Teacher, K-12
Moreno, Maria	Teacher, K-12
Kenney, Alana	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT promotes literacy within the school by supporting the effective use of instructional strategies designed during collaborative lesson planning. The LLT will plan, coordinate and host the following events: 1) Parent University; 2) Literacy Week. There will be a school wide focus on independent reading through the Accelerated Reading Program, on reading comprehension through fiction and non fiction text and the use of I-Ready. Also, the LLT will plan and support professional development on small group instruction.

The LLT will encourage students in grades 3-5 to read all 15 Sunshine State books, and for all K-2 students to read the 15 Sunshine State Junior Books.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

The Principal and Assistant Principals have communicated the expectations related to collaborative planning and professional learning communities during and since hiring began. The following strategies

have been developed to support the collaboration and common planning: 1) A schedule of common planning has been developed; 2) A leadership team member has been assigned to each grade level team to guide the lesson planning process; 3) Professional development related to deconstruction of the standards, effective instructional strategies and lesson design will be provided; 4) Lesson plans will be reviewed and feedback will be provided; 5) Ongoing, prescriptive coaching will be provided; 6.) Three MTSS coaches have been hired to lead common planning with assigned teams during the week.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

The school uses the district's e-recruiting system to identify teacher candidates. Eagle Creek Elementary School's leadership works with the district who has developed a professional network with the University of Central Florida to recruit interns and new graduates. After hiring has taken place, each new teacher is paired with a mentor, typically on the same grade level, to provide ongoing support. New teachers participate in the school induction program, based on the district and state guidelines. Each teacher is provided with opportunities to participate in professional development to accelerate professional growth.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

All first year teachers take part in a New Teacher program. Collaborative teams are supported by leadership team members, and individual pairings will be established, if needed, based on teacher needs. Mentors are provided for first year teachers.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

OCPS has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction. Eagle Creek has been provided with print and digital resources.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Teacher teams develop formative and summative assessments that are used to identify the learning needs of specific students. The results of these assessments are used during and following critical instructional chunks in order to differentiate instruction. Teachers provide group and individual student support to increase student learning. Intervention and enrichment periods are built into the master schedule for each grade level. During these periods, students participate in tiered interventions, focused on specific areas of deficiency. Individual student goal setting and progress monitoring systems will be established so students will track their own progress in learning. Students in all grade levels take part in What Individuals Need (WIN) on a daily basis. Instruction is provided based on ability and skills needed.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year:

Art Club will be offered to students in grades K-5 to enrich the arts curriculum and to support the developmental needs of the students.

Strategy Rationale

Eagle Creek has adopted a whole child approach to learning. Students in grades K-5 will be offered the opportunity to participate in the arts curriculum and to support the developmental needs of the students.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Elkins, Kimberly, kimberly.elkins@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Student samples will be collected. Student and family input and feedback will be collected and analyzed to inform the future of the club.

Strategy: After School Program

Minutes added to school year:

Chorus for grades 4-5

Strategy Rationale

Students in grades 4-5 will participate in chorus practice and production in anticipation of elective selection at middle school.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Sanchez, Oscar, oscar.sanchez@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Student and family surveys will be distributed to determine the future direction of the program. Survey data will be analyzed by the coordinator and adjustments will be made, based on the input received.

Strategy: After School Program

Minutes added to school year:

Green Team

Strategy Rationale

The Green Team will raise the awareness of environmental needs, related to being a responsible member of the global community.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

McCloe, Robert, robert.mccloe@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Student and family surveys will be distributed and analyzed to determine possible projects and ways to interact with other groups and organizations in the local community. The data from the surveys will help guide future green team projects as well as provide information on student awareness of environmental needs.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Community input has been accessed at regular intervals. Communication resources have been developed to keep stakeholders informed. Invitations to participate in school events, including Meet Your Teacher and Open House have been delivered via electronic (social media, newsletter, connected phone messages) and school marquee. Throughout the year, new students who enroll, and their families, will be given a school tour and grade level orientation. Towards the end of the year, the school leadership team will communicate with the middle school to ensure student transitions are smooth.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Various colleges are featured in news broadcasts and on bulletin boards. College t-shirt days is promoted to support a college going culture. Teach In features various careers, highlighting local businesses and families.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

At the present time, there are no industry certifications available to elementary school students. There is an ongoing focus on digital technology and applications, as well as participation in STEM activities and projects in preparation for future industry certification programs.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

At the present time, there are no specific academic courses that integrate career and technical education in elementary schools in OPCS. However, students at Eagle Creek are provided with rigorous instruction in preparation for future success in college and/or career.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

NA

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

We need to focus on the lowest 25% (reading gains – 47% and math 58%).

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

* 3rd Grade

Instructional Support Teacher will be assisting 2nd and 3rd grade during common planning
More intense focus on ELL and ESE students during All Panthers WIN (What Individuals Need) Time (Intervention Time)

Revamp Master Schedule to include more math remediation

* 4th Grade

Instructional Support Teacher will be assisting 4th and 5th grade during common planning.

Media Specialist will be pushing in during ELA block to assist with writing

Revamp Master Schedule to include more math remediation

Revamp recess schedule. Outdoor recess will only occur on days that classes have art and music (15 minutes). Indoor recess (10 minutes) will occurred on days that classes have PE.

5th Grade

Instructional Support Teacher will be assisting 4th and 5th grade during common planning.

Mandatory 3 days planning until data improves

Moved all teachers in the same area (10 portables)

Budgeted for 8.5 teachers, bringing in 10.

Changed teaching partners

Media Specialist will be pushing in during ELA block to assist with writing

Added Science Lab Teacher. Teachers will co-teach with Science Lab Teacher.

Revamp Master Schedule to include more math and science remediation

Revamp recess schedule. Outdoor recess will only occur on days that classes have art and music (15 minutes). Indoor recess (10 minutes) will occurred on days that classes have PE.

Additional Resources for all grade levels

I-Ready Computer Reading and Math

I-Ready Writing Workbooks

Common Core Progress (tutoring)

Triumph Reading Kits (ALL Panthers WIN Time)

Motivation Math

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase rigorous instruction through deliberate planning and delivery of high yield instructional strategies via professional development in order to prepare students for college and/or career. (Division Priority-Ensure college and career readiness)

- G2.** Student achievement will increase as a result of teachers' understanding and implementation of Florida standards and the instructional framework. (Division Priority-accelerate student performance)

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Increase rigorous instruction through deliberate planning and delivery of high yield instructional strategies via professional development in order to prepare students for college and/or career. (Division Priority-Ensure college and career readiness) 1a

G084158

Targets Supported 1b

Indicator	Annual Target
Effective+ Teachers (Performance Rating)	80.0
ELA Achievement District Assessment	80.0

Targeted Barriers to Achieving the Goal 3

- Teachers have various levels of expertise in unit planning.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Core instructional resources have been purchased for teachers to use in instruction.
- Leadership team members have participated in district PD.
- Teacher leaders have been identified.
- Electronic resources and IMS resources are available for teachers to use in lesson planning.
- Teachers have been selected based on proficiency in teaching.

Plan to Monitor Progress Toward G1. 8

Progress toward goal will be monitored by data meetings and weekly blitz walkthroughs. The leadership team will also attend common planning meetings weekly.

Person Responsible

Robert McCloe

Schedule

Weekly, from 8/8/2016 to 5/30/2017

Evidence of Completion

Feedback from weekly walkthroughs will be analyzed and discussed as a leadership team.

G2. Student achievement will increase as a result of teachers' understanding and implementation of Florida standards and the instructional framework. (Division Priority-accelerate student performance) 1a

G084159

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	60.0

Targeted Barriers to Achieving the Goal 3

- There is an uneven understanding of the Florida standards and the effective use of the Instructional Framework.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Online PD modules are provided by the district.
- Administrators and coaches have a strong foundation in standards and the framework.
- IMS resource has provided the Measurement Topic Plans.
- Florida Item Specifications are available online and in print for teachers in grades three through five.

Plan to Monitor Progress Toward G2. 8

Progress of the goal will be monitored through weekly observations and weekly meetings with grade levels.

Person Responsible

Robert McCloe

Schedule

Biweekly, from 8/29/2016 to 4/28/2017

Evidence of Completion

The leadership team will look at iObservation data along with student data to determine if progress is being made and what adjustments need to be made.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Increase rigorous instruction through deliberate planning and delivery of high yield instructional strategies via professional development in order to prepare students for college and/or career. (Division Priority-Ensure college and career readiness) **1**

 G084158

G1.B4 Teachers have various levels of expertise in unit planning. **2**

 B223626

G1.B4.S1 Provide professional development in the steps of unit planning **4**

 S235957

Strategy Rationale

PD will ensure consistency among teams in collaborative planning.

Action Step 1 **5**

Develop PD calendar to include unit planning processes, formative assessments, and small group instruction

Person Responsible

Robert McCloe

Schedule

On 8/5/2017

Evidence of Completion

Calendar

Action Step 2 **5**

Identify resources and personnel to provide PD

Person Responsible

Robert McCloe

Schedule

Weekly, from 8/8/2016 to 5/31/2017

Evidence of Completion

Schedule of PD and resources

Action Step 3 5

Deliver PD

Person Responsible

Corey Johns

Schedule

Biweekly, from 8/8/2016 to 5/31/2017

Evidence of Completion

Agenda, presentations

Action Step 4 5

Provide focused, ongoing coaching to support identified teachers

Person Responsible

Corey Johns

Schedule

Biweekly, from 8/8/2016 to 5/31/2017

Evidence of Completion

non-evaluative feedback

Action Step 5 5

Evaluate PD and make adjustments in the PD calendar and focus areas

Person Responsible

Corey Johns

Schedule

Monthly, from 8/8/2016 to 5/31/2017

Evidence of Completion

observation data and notes from planning meetings

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

The leadership team will attend common planning and then observe the implementation of the lesson for rigor and use of high yield strategies.

Person Responsible

Oscar Sanchez

Schedule

Biweekly, from 9/8/2015 to 6/3/2016

Evidence of Completion

Common planning notes, I-Observation data, Formal and Informal observations

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

The leadership team will analyze iObservation data and common planning notes as well as student data to determine if achievement is increasing due to rigorous instruction through deliberate planning and delivery of high yield instructional strategies in order to prepare students for college and/or career

Person Responsible

Kimberly Elkins

Schedule

Biweekly, from 9/8/2015 to 6/3/2016

Evidence of Completion

Observation data, common planning notes and formative assessment data will be collected to monitor the effectiveness of implementation.

G2. Student achievement will increase as a result of teachers' understanding and implementation of Florida standards and the instructional framework. (Division Priority-accelerate student performance) 1

G084159

G2.B1 There is an uneven understanding of the Florida standards and the effective use of the Instructional Framework. 2

B223627

G2.B1.S1 Professional development will be used to create a common language for rigorous instruction and the use of the Framework. 4

S235959

Strategy Rationale

There is a need to unify the staff's understanding and to create collaborative members between our general education teachers and ESE teachers.

Action Step 1 5

Conduct needs assessment

Person Responsible

Corey Johns

Schedule

Quarterly, from 8/8/2016 to 5/31/2017

Evidence of Completion

Survey results

Action Step 2 5

Develop a plan based on the results of the needs assessment and observations from the leadership team

Person Responsible

Corey Johns

Schedule

Quarterly, from 8/8/2016 to 5/31/2017

Evidence of Completion

Plan for implementation

Action Step 3 5

Access feedback through grade level collaboration

Person Responsible

Robert McCloe

Schedule

Weekly, from 8/8/2016 to 5/31/2017

Evidence of Completion

PLC notes

Action Step 4 5

Provide Professional Development through coaching

Person Responsible

Corey Johns

Schedule

Monthly, from 8/8/2016 to 5/31/2017

Evidence of Completion

Informal/Formal Observation, Lesson Plans, Collaborative Planning Meetings

Action Step 5 5

Special and Regular Ed teachers meet regularly to share information on curriculum and individual student support needs.

Person Responsible

Kimberly Elkins

Schedule

Quarterly, from 9/1/2016 to 5/1/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Monitor that trainings are held as scheduled and cover appropriate material to enhance the teachers' understanding and implementation of Florida standards and the instructional framework.

Person Responsible

Kimberly Elkins

Schedule

Weekly, from 9/9/2015 to 5/11/2016

Evidence of Completion

professional development agenda and content, sign in sheets to make sure teachers attend.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Monitor for understanding of the Florida standards and the instructional framework through classroom observations, coaching and frequent feedback. Teachers who have poor implementation practices will be provided additional coaching. Student data will be discussed at weekly meetings.

Person Responsible

Robert McCloe

Schedule

Weekly, from 8/29/2016 to 4/28/2017

Evidence of Completion

i-observation data and student data.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G2.B1.S1.MA1 M309911	Monitor that trainings are held as scheduled and cover appropriate material to enhance the...	Elkins, Kimberly	9/9/2015	professional development agenda and content, sign in sheets to make sure teachers attend.	5/11/2016 weekly
G1.B4.S1.MA1 M309907	The leadership team will analyze iObservation data and common planning notes as well as student...	Elkins, Kimberly	9/8/2015	Observation data, common planning notes and formative assessment data will be collected to monitor the effectiveness of implementation.	6/3/2016 biweekly
G1.B4.S1.MA1 M309908	The leadership team will attend common planning and then observe the implementation of the lesson...	Sanchez, Oscar	9/8/2015	Common planning notes, I-Observation data, Formal and Informal observations	6/3/2016 biweekly
G2.MA1 M309912	Progress of the goal will be monitored through weekly observations and weekly meetings with grade...	McCloe, Robert	8/29/2016	The leadership team will look at iObservation data along with student data to determine if progress is being made and what adjustments need to be made.	4/28/2017 biweekly
G2.B1.S1.MA1 M309910	Monitor for understanding of the Florida standards and the instructional framework through...	McCloe, Robert	8/29/2016	i-observation data and student data.	4/28/2017 weekly
G2.B1.S1.A5 A304360	Special and Regular Ed teachers meet regularly to share information on curriculum and individual...	Elkins, Kimberly	9/1/2016		5/1/2017 quarterly
G1.MA1 M309909	Progress toward goal will be monitored by data meetings and weekly blitz walkthroughs. The...	McCloe, Robert	8/8/2016	Feedback from weekly walkthroughs will be analyzed and discussed as a leadership team.	5/30/2017 weekly
G1.B4.S1.A2 A304352	Identify resources and personnel to provide PD	McCloe, Robert	8/8/2016	Schedule of PD and resources	5/31/2017 weekly
G1.B4.S1.A3 A304353	Deliver PD	Johns, Corey	8/8/2016	Agenda, presentations	5/31/2017 biweekly
G1.B4.S1.A4 A304354	Provide focused, ongoing coaching to support identified teachers	Johns, Corey	8/8/2016	non-evaluative feedback	5/31/2017 biweekly
G1.B4.S1.A5 A304355	Evaluate PD and make adjustments in the PD calendar and focus areas	Johns, Corey	8/8/2016	observation data and notes from planning meetings	5/31/2017 monthly
G2.B1.S1.A1 A304356	Conduct needs assessment	Johns, Corey	8/8/2016	Survey results	5/31/2017 quarterly
G2.B1.S1.A2 A304357	Develop a plan based on the results of the needs assessment and observations from the leadership...	Johns, Corey	8/8/2016	Plan for implementation	5/31/2017 quarterly
G2.B1.S1.A3 A304358	Access feedback through grade level collaboration	McCloe, Robert	8/8/2016	PLC notes	5/31/2017 weekly
G2.B1.S1.A4 A304359	Provide Professional Development through coaching	Johns, Corey	8/8/2016	Informal/Formal Observation, Lesson Plans, Collaborative Planning Meetings	5/31/2017 monthly
G1.B4.S1.A1 A304351	Develop PD calendar to include unit planning processes, formative assessments, and small group...	McCloe, Robert	6/13/2016	Calendar	8/5/2017 one-time

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Increase rigorous instruction through deliberate planning and delivery of high yield instructional strategies via professional development in order to prepare students for college and/or career. (Division Priority-Ensure college and career readiness)

G1.B4 Teachers have various levels of expertise in unit planning.

G1.B4.S1 Provide professional development in the steps of unit planning

PD Opportunity 1

Develop PD calendar to include unit planning processes, formative assessments, and small group instruction

Facilitator

Johns, Corey

Participants

All teachers

Schedule

On 8/5/2017

PD Opportunity 2

Deliver PD

Facilitator

Principal will coordinate

Participants

All faculty

Schedule

Biweekly, from 8/8/2016 to 5/31/2017

PD Opportunity 3

Provide focused, ongoing coaching to support identified teachers

Facilitator

Coaches will facilitate

Participants

identified teachers

Schedule

Biweekly, from 8/8/2016 to 5/31/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B4.S1.A1	Develop PD calendar to include unit planning processes, formative assessments, and small group instruction				\$0.00
2	G1.B4.S1.A2	Identify resources and personnel to provide PD				\$250.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	3336	500-Materials and Supplies	1921 - Eagle Creek Elementary	General Fund		\$250.00
<i>Notes: Copies/handouts for PD</i>						
3	G1.B4.S1.A3	Deliver PD				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	1141	100-Salaries	1921 - Eagle Creek Elementary	General Fund		\$10,000.00
<i>Notes: Salaries for PD developers</i>						
4	G1.B4.S1.A4	Provide focused, ongoing coaching to support identified teachers				\$0.00
5	G1.B4.S1.A5	Evaluate PD and make adjustments in the PD calendar and focus areas				\$0.00
6	G2.B1.S1.A1	Conduct needs assessment				\$0.00
7	G2.B1.S1.A2	Develop a plan based on the results of the needs assessment and observations from the leadership team				\$0.00
8	G2.B1.S1.A3	Access feedback through grade level collaboration				\$24,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	2110	100-Salaries	1921 - Eagle Creek Elementary	General Fund		\$24,000.00
<i>Notes: Hourly rate for PD development</i>						
9	G2.B1.S1.A4	Provide Professional Development through coaching				\$0.00
10	G2.B1.S1.A5	Special and Regular Ed teachers meet regularly to share information on curriculum and individual student support needs.				\$0.00
					Total:	\$34,250.00